

California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

| | |
|---|---|
| Project Title | Inland Counties Mathematics Project STIR |
| Grant Amount: \$124,010 | Grant Period: February 1, 2007- May 31, 2008 |
| Grade Level: 6-12 | Subject Matter: Mathematics |
| Institute of Higher Education | CSU San Bernardino |
| Local Education Agency | Apple Valley Unified School District |
| Need for Project/ Population To Be Served: | <p>The grant will target two school districts in the High Desert: Apple Valley Unified School District (AVUSD) and Barstow Unified School District (BUSD). Due to their distant proximity (50 miles and more) from the major Inland Empire cities, these districts are sorely underserved communities. Their geographic isolation coupled with the lack of staff development opportunities offered locally, are distinct barriers for the teachers and administrators who seek professional development support. AVUSD and BUSD student achievement in mathematics is significantly below statewide averages. Although affordable housing prices attracts teachers to the area, the STIR baseline data indicates that a significant percentage of teachers are not retained. In 2005, AVUSD lost nearly 30% of their secondary mathematics teachers.</p> |
| Project Goals: | <p>The goal of the project is to develop, implement, evaluate and disseminate the results of a comprehensive professional development program for secondary level mathematics teachers. Objectives to be achieved include: 1) Improve the retention of secondary mathematics teachers as evidenced by an increase in the number of CMP STIR teachers who are retained each year; 2) Increase teacher content knowledge as evidenced by self-reports, and pre and post assessments; 3) Increase teacher pedagogical expertise as evidenced by self-reports and observations; 4) Build leadership capacity in the school districts as evidenced by an increase in the number of teachers serving as coaches and/or organizing and conducting professional development activities, and serving as co-instructors in ICMP institutes; and 5) Create a culture within the two school districts that supports teachers as lifelong learners, professionals, classroom teachers and leaders as evidenced by the creation and support of new professional learning communities</p> |
| Summary of Activities: | <p>ICMP will use the STIR to create a professional learning community for teachers serving in the High Desert. Four strategies will be used: 1) combined content-pedagogy institutes; 2) institute follow-up sessions; 3) mentoring and coaching; and 4) structured networking and learning through external venues such as the Riverside-San Bernardino Math Teachers Association and California Math Council (CMC) meetings. The content for the institutes will be primarily based on the California Content Standards for 7th grade Algebra I, and Algebra Readiness Standards, all of which support the Algebra I graduation requirement as well as passing the CAHSEE. Pedagogical content will include teaching approaches that relate to the material being taught, and strategies relating to student educational needs. Information on teaching strategies for a variety of learning styles will be integrated into all of the institutes. Teachers will participate in follow-up sessions that build upon the work in the Institutes by offering teachers additional detail and clarification in areas covered in the institutes. Workshops on the California Framework and classroom assessment will also be offered to cohort teachers and they will have an opportunity to participate in the CMC and the RSBKMTA meetings and share their learning in debriefing sessions. Mentoring and coaching will enable teachers to apply their knowledge from the training in their respective classrooms. During years four and five, Retention Cohort teachers will shadow coaches and participate as trainee mentors. Potential leaders will be prepared to observe teachers in their classrooms and offer feedback to their peers. They will also be prepared to serve as trainee instructors for the intensive institutes. Teachers in Cohorts I and II will participate in a CSET content institute or a summer institute in algebra or geometry.</p> |

| | | | |
|---------------------------------------|--|-------------------------------------|--|
| Outcomes Expected: | Teachers participating in the retention cohort professional development will have a higher teacher retention rate and engage in more leadership and career enhancement activities than teachers in the comparison cohort. Additionally, retention cohort teachers will show increases in mathematics content knowledge as a result of participation. | | |
| Teachers Served | 47 | Students Served | 20,000 |
| Project Website: | | | |
| <u>Davida Fischman</u> IHE Contact | Email: fischman@csusb.edu Phone: 909-537-5394 | <u>Trenae Nelson</u> LEA Contact | Email: trenae_nelson@avsd.k12.ca.us Phone: 760-257-8001x402 |